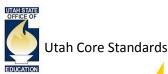


Qualitative Elements of Text Complexity Rubric for Literary Texts

High	Middle	Low		
Levels of Meaning How many levels of meaning does the author include?				
Meaning: multiple levels of complex meaning, important themes may be implied or inferred	Meaning: simple levels of complex meaning, some themes may be implied or inferred	Meaning: single or simple levels of meaning		
Structure How is the text designed?				
Narrative structure: complex, implicit, and/or unconventional	Narrative structure: some complex structure, more explicit than implicit, mostly conventional	Narrative structure: simple, explicit, and/or conventional		
Narration: many shifts in point of view	Narration: occasional shifts in point of view	Narration: no shifts in point of view		
Order of events: not in chronological order	Order of events: usually in chronological order, possible flashbacks or simple shifts in time	Order of events: chronological order		
Use of graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	Use of graphics: graphics support understanding of the text, may sometimes provide information not otherwise conveyed in the text	Use of graphics: simple graphics, unnecessary to understanding the text		
Language Conventionality and Clarity How does language effect accessibility?				
Meaning: dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous, misleading, or unfamiliar	Meaning: somewhat complex; may occasionally be abstract, ironic, figurative, sarcastic, but usually comprehensible	Meaning: explicit, literal, straight- forward, easy to understand		
Register: generally unfamiliar, archaic, subject- specific, or overly academic	Register: occasionally unfamiliar, archaic, or subject-specific, but predominately familiar	Register: contemporary, familiar, conversational		
Knowledge Demands What does the student need to know to access the text?				
Life Experiences: explores complex, sophisticated, multiple themes that may be distinctly different from the common reader	Life Experiences: explores themes of varying complexity that may be uncommon to the common reader	Life Experiences: explores a single, simple, theme that is familiar to the common reader		
Cultural Knowledge: many references or allusions to specific cultural or literary elements	Cultural Knowledge: some references or allusions to specific cultural or literary elements	Cultural Knowledge: no references or allusions to specific cultural or literary elements		
Intertextuality: many references/allusions to other texts; knowledge is necessary	Intertextuality: some references/allusions to other texts that clarify meaning of the text	Intertextuality: no references/allusions to other texts is needed to understand the text		

If a text is rated all or mostly "high," or all or mostly "low," please consider if a grade level adjustment should be made.







Quantitative Elements of Text Complexity

Text Complexity Grade Bands	Suggested Lexile Range
K-1	100L - 500L*
2-3	450L – 790L
4-5	770L – 980L
6-8	955L – 1155L
9-10	1080L – 1305L
11-12	1215L – 1355L

Reader and Task Considerations

Thinking Skills

- 1. Does the reader possess the necessary attention to read and comprehend this specific text?
- 2. Will the reader be able to remember and make connections among the various details presented in this specific text?
- 3. Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?

Reading Skills

- 1. Does the reader possess the necessary **inferencing skills** to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- 2. Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- 3. Does the reader possess the necessary comprehension strategies to manage the material in this specific text?

Motivation and Engagement with Task and Text

- 1. Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- 2. Will the reader be interested in the content of this specific text?

Prior Knowledge and Experience

- 1. Are there any **explicit connections** that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- 2. Does the reader possess adequate **prior knowledge** and/or experience regarding the vocabulary used within this specific text to manage the material that is presented?
- 3. Does the reader possess adequate **knowledge of and/or experience** with the genre of this specific text to manage the material that is presented?

Content and/or Theme Concerns

- 1. Are there any **potentially concerning elements** of content or theme that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?
- 2. Does the reader possess the maturity to respond appropriately to any potentially concerning elements of content or theme?
- 3. Is there anything in the material that is in opposition to state law or Board rule?

